



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

vocabulary work but a good suggestion to the teacher. The pupil can hardly supply the obsolete *novère* which leads through a supposed *noventius* to the work *nuntius*.

According to the fancy of the day, the hidden quantities, as well as the obvious quantities, are marked throughout. Professor Lindsay follows Marx in writing *Cōgnosco* and *āgnosco*, although there is no support for this quantity in words in which the *gn* is not part of a termination, but results from assimilation of a preposition with a short vowel.

On the whole Lindsay's *Nepos* is a singularly good text-book. If *Nepos* is not to hold his own in the favor of teachers of Latin, it will not be because there is not at least one edition of his works that may be put into the hands of pupils with perfect confidence in its scholarship and its wise and adequate assistance to the student.

WALNUT HILLS HIGH SCHOOL,
Cincinnati, O.

J. REMSEN BISHOP

Select Orationes of Cicero. GREENOUGH and KITTREDGE. Ginn & Co.

GREENOUGH and Kittredge's *New Cicero* is an attractive book. Printer and binder together have succeeded in producing a very creditable piece of work. An especially commendable feature is its wealth of illustration. Here the editors have shown rare good sense by inserting restorations as well as ruins, thus assisting the imagination to form an approximately correct idea of the Forum, and of the temple of Jupiter—an utter impossibility for the average mind if the existing ruins only are shown. On the other hand, it would have been wise to have omitted several of the portraits of distinguished Romans. For instance, on page 77 the great Lucullus, in a bust of admittedly uncertain identification, has every appearance of having eaten too many fried oysters for his comfort. And it would require a powerful imagination to discover any traces of the magnificent strength and imperious will that characterized the conqueror of Hannibal in the weak and melancholy face labeled Scipio Africanus on page 152. Several other coin portraits are nothing but caricatures, and do not deserve a place in a book containing such admirable pictures as those of Hortensius, Cæsar, and Octavianus.

The *Introduction* leaves very little to be desired. The life of Cicero is given in detail and is extremely interesting. Special emphasis is

laid, not only here, but all through the book, upon Roman oratory in general, and upon Cicero's oratory in particular, and the pupil is encouraged in every way to study the orations from this standpoint. The value of such study in the acquisition of a forcible English style cannot be overestimated. A footnote on page xxxix reveals the startling fact that a boy orator was not wanting even in Cicero's time, inasmuch as C. Licinius Calvus, the representation of "the extreme Attic school," died before he was fifteen years old. But we are inclined to think that this is a typographical error.

The outline of the *Roman Constitution* is very scholarly, and gives valuable information in a concise and usable form.

The text of this edition covers no less than 256 pages, affording abundant material for sight reading. It is a pity, however, not to have added a few of Cicero's letters, as they give an insight into his private life and character which can never be obtained by reading only his formal orations.

The *Notes* are admirable so far as they are explanatory of points in grammar, history, or antiquities; but as regards the help they should afford the student on passages which are difficult to translate accurately and yet smoothly, they are meager and insufficient. Thus, there is no comment whatever on the expression *indicio exposito atque edito* (in Cat. III, 11), a phrase which the pupil with the aid of the vocabulary could not be expected to translate better than "when the evidence had been set forth and published." The notes to the oration for Archias are especially unsatisfactory in this particular; *e. g.*, *neque in aspectum lucemque proferre* (§ 12), and *Quam multas nobis imagines . . . reliquerunt* (§ 14) are passed by unnoticed. Of course one may easily run to the other extreme, and provide altogether unnecessary help. But it is only reasonable that the pupil should receive some assistance on such passages. Of the notes to the orations generally required for entrance to college, the following are open to criticism: (77, 8) *at the height of his power* is somewhat forced for *incolumis*. (101, 4) November 6 does not agree with the date given on page 99—November 7; and both conflict with the note to (102, 27). 105, 15) B. C. 64 should be B. C. 66. (127, 28) *videbitis* would be impossible, since the future could not be used in a sentence referring to past time; *videretis* may "stand for" an original *videbitis*. So also *defers* (129, 18), and *incenderimus* (130, 5). Cf. *gereretur* (71, 1) (129, 2) Not *tertia vigilia*, but *tertia vigilia exacta* is about 3 A.M. (129,

30) *assurance of safety* does not bring out the idea contained in *publicam*.

The *vocabulary* is excellent in every particular, but more especially with reference to the derivation of words, in clearly separating stems and suffixes. There is little use, however, in giving roots without adding their general significance.

On the whole, the New Cicero shows a praiseworthy advance upon the older edition, and cannot fail to make its influence strongly felt for thoroughgoing scholarship wherever it is adopted as a text-book.

JARED W. SCUDDER

ALBANY ACADEMY

Topical Outlines of Roman History. By WM. L. BURDICK. Scott, Foresman & Co.

THE sixty-four pages of this book contain the names of books to be studied, a statement about the geography of Roman history, chronological outlines, specimen college examination papers, a pronouncing vocabulary, and a list of additional topics and suggestions. Under this last-named heading are to be found a list of thirty-five generally important topics and lists of the provinces, of the Roman writers, of the most famous Romans, of the prominent Scipios, and of thirty important dates, together with a geographical test, a genealogical table of the families of Cæsar and Augustus and a series of questions on the Roman constitution and government.

It does not pretend to be a text-book, but declares that its main object is to suggest outlines of work for the period from the founding of Rome to the death of Marcus Aurelius.

W. J. CHASE

THE MORGAN PARK ACADEMY OF THE
UNIVERSITY OF CHICAGO

American History Told by Contemporaries. Vol. I. Era of Colonization, 1492-1689. Edited by ALBERT BUSHNELL HART. The Macmillan Company.

IN this series, to be completed in four volumes, it is designed to have the entire story of American history told by its makers. In the 600 pages of this first of the series there are presented 157 selections from the texts of those writings which are the most authoritative